

THE VALUE OF MENTORING FOR TEACHER LEARNING

by:

Rysy May G. Constantino

Teacher III, Limay National High School

Mentoring is the positive facilitation of learning improvement between someone who has more experience and expertise in a particular field and someone who is less competent in that field. Mentoring programs take various forms and frameworks, with a variety of objectives such as developmental support, enhanced academic instruction, and social support. Despite the structure, all mentoring programs are primarily a dynamic interaction of support supported by trust and respect in building effective learning relationships. Mentoring is built on theoretical frameworks rooted in the social constructivist approach, social learning, application of acquired learning, and the theory of developmental learning. These frameworks encourage attributes of collaborative learning and establish numerous advantages for participants, such as the development of interpersonal communication skills and problem-solving, as well as increased academic achievement and motivation. Effective mentoring programs are framed and planned to guarantee that the program meets its goals. It must have sound processes and convey clear expectations and roles for both mentee and mentor that build an effective assessment system for continuous refinement and improvement. When the goal of mentoring is to increase knowledge and skills, the greatest accomplishment persists when the mentor possesses the knowledge and experience and capabilities to scaffold the mentee's personal meaning construction.

The major goal of mentoring in education is to assist teachers to evaluate their knowledge, abilities, and attitudes in order to improve their capacity to do their duties and find fulfillment in their chosen profession. Because it requires both giving support and direction and some kind of oversight and evaluation, the function of a mentor is

complicated. A vision of excellent teaching where a classroom is a place of inquiry and the instructors are trusted figures in the growth of successful teaching practice should be incorporated into mentoring in education.

Mentoring should be accessible to teachers at all stages of their careers, despite the fact that it is typically centered on newly qualified teachers. The traditional approach of a more seasoned teacher leader assisting less seasoned teachers may not be the best option as new teachers advance in their careers with peer group mentoring. Coaching entails a partnership between two individuals who create professional goals together and pursue continuous learning. This refers to a learning partnership in which participants engage as professionals mutually devoted to supporting one another's leadership growth and well-being in both cognitive and affective aspects. Career

advancement has also been demonstrated as a result of mentoring. Better problem-solving abilities, improved networking abilities, higher levels of self-esteem, significant sociability advantages, and more organizational knowledge are a few additional advantages for mentors. The emotional and psychological assistance of mentors provides mentees with a variety of advantages. This support lessens mentees' feelings of isolation, boosts mentees' self-confidence and self-esteem, and boosts mentees' morale. The ability to put challenging events into perspective; increased behavior management skills; and support in adjusting to teaching norms and expectations.

Selecting mentor teachers must be made with the purpose of assisting the mentee's professional growth. In order for the mentee to watch, apply, and reflect on their own teaching and leadership as well as that of others, the partnership must be intentional and centered on the incorporation of theoretical elements with teaching practice.

The following suggestions are meant to help teachers create and keep successful mentoring relationships.

Leaders must carefully choose and appoint mentors; they must be motivated to carry out their duties, open to having their work seen by others, and possess the necessary knowledge, abilities, and character traits. They are trustworthy, accessible, and non-judgmental.

Since not all good teachers also make effective mentors, mentors require specialized training and instruction at the right time.

As many teachers in leadership positions lack the time and resources to successfully mentor others, mentoring partnerships need leadership assistance for time management and financing.

Leaders should make sure that mentees and mentors are matched in terms of interpersonal relationships and professional relationships. Although some argue that learning occurs in a variety of mentor/mentee relationships, other supports must be compatible, especially when it comes to similar teaching philosophies.

Mentees must respect and commit to the mentoring relationship.

Effective mentoring relationships need rigorous negotiation and agreement of roles and duties between mentors, mentees, and senior leadership.

Partnerships should be modified as the responsibilities and connections of the mentor and mentee evolve throughout time.

References:

<https://oxfordre.com/education/view/10.1093/acrefore/>

<https://theeducationhub.org.nz/the-value-of-mentoring-for-teacher-learning>